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ABSTRACT

This collection of lessons about the geography, languages, and social issues of several African countries is intended for use with students in grades 6-12. The collection contains five lesson plans: (1) "Africa Physically" (Mark Stahl); (2) "Comparisons of Education in Burkina Faso, Kenya, and Oklahoma" (Rita Geiger) (Handout 1: Comparisons of Education in Burkina Faso, Kenya and Oklahoma); (3) "Days in the Life of..." (Gary Gress and Rebecca W. Scott); (4) "My World, Your World: Understanding Basic Economic Activities" (Gary Gress and Rebecca W. Scott); and (5) "Traditional v. Modern" (Gary Gress and Rebecca W. Scott). Two maps are attached (World Map; Map of Africa and Southwest Asia: Political). Each lesson in the collection identifies appropriate disciplines; provides an introduction or purpose/rationale; suggests time allotment; cites resources needed; gives detailed classroom procedures for the teacher, including assessment activities and extension and enrichment activities; and offers a teacher resource list. (BT)

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World Neighbors

Africa Curriculum

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World Neighbors'

Africa Curriculum

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World Neighbors in the Classroom
Curriculum

Africa Physically

Prepared by Mark Stahl

Oklahoma Curriculum Skills (PASS):

World Geography (grades 6-8)

IA. Identify forces beneath the crust that shape the earth, explaining the processes and agents that shape the physical features on the earth.
IIIA. Describe common characteristics of the major regions of the world
VA. Identify and draw conclusions from different kinds of maps, charts, graphs or pictorial materials based on geographical data.

Introduction - Purpose/Rationale:

This lesson introduces students to the physical geography of Africa. Through the use of atlases, students will gather facts about the land and climates of the different regions of Africa. By focusing on a specific, representative country in each region, the students should be able to generalize what the environment of the entire region is like.

Objectives:

Formulated from The National Geography Standards.

Essential Element: Places and Regions, Physical Systems

The students will be able to:

1. Describe, compare and contrast the physical geography, including landforms, waterways, vegetation, climate, etc., of the different regions of Africa. (Standard 4)
2. Identify the criteria for different physical regions of Africa from the information gathered. (Standard 5)
3. Explain how physical processes shaped the continent of Africa. (Standard 7)

Time Allotment: One or two classes plus homework assignment

Resources needed:

- Class set of world atlases

Procedure:

Formulated from the Five Themes of Geography

LOCATION:

1. On a world map have the students define the location of Africa by drawing the north latitude and the south latitude lines across the map. Do the same thing with the east longitude line and the west longitude line. Have the students make comparisons with other countries. Ask them if Africa is located where they thought it should be in relation to other places.
2. Have the students define Africa's relative location to Asia and Europe.
3. Based on what they mapped, ask the students to make some predictions on what they think the physical geography of Africa may be like.

PLACE:

1. After a brief introduction on the physical geography of Africa, ask the students to examine the various maps of Africa that are found in the atlas (physical, climate, precipitation, vegetation, etc.).
2. Ask the class if they can make any generalizations about the physical geography of Africa.

HUMAN/ENVIRONMENTAL INTERCTION:

1. Have the students look at the physical maps to determine where the best places would be for human settlement.
2. Explain what effect the physical environment would have on the settlers.

MOVEMENT:

1. Identify major rivers in Africa.
2. What effects have plate tectonics contributed to the development of the continent of Africa?

REGION:

1. Show the class a map of Africa divided into four separate regions- North, East, West-Central, South. Review the concept of region, then explain that the students will identify the characteristics of each region to find what makes each a distinct region.

2. Identify some of the countries in each region, then gather data on one country in each region using atlases. Have the students use the attached chart to guide and organize their research. For the purposes of this lesson, find the information for Burkina Faso in West Africa and Kenya in East Africa.

Assessment:

Have students organize the information on their charts and then write a descriptive paragraph on each region. A rubric can be developed so the students will know how the paragraph will be graded. A short quiz to see if students can recognize the characteristics of each region can also be used.

Extension and Enrichment:

1. Show students slides, photographs or video of Africa to illustrate what they have described.
2. Have students illustrate their written work with drawings or pictures from magazines.
3. Have students make postcards or stamps illustrating the physical geography of each region.
4. After stating the criteria for each region in Africa, have them discover similar regions in other parts of the world.

Teacher Resource List:

Student's Literature:

Reference Books for Students:

- World Atlas

Discussion Notes:

Comparisons of Education in Burkina Faso, Kenya and Oklahoma

Prepared By: Rita Geiger

Oklahoma Curriculum Skills (PASS):

World Geography (grades 6-8)

III.C. Compare and contrast the ways of living in developed and developing countries relative to economic, political, and technological systems

V.A. Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical dat

Introduction - Purpose/Rationale:

The purpose of this lesson is to have students compare and contrast the education systems in Burkina Faso, Kenya and Oklahoma, and be able to describe the opportunities for girls to receive an education compared to boys in each country/state.

Objectives:

Formulated from The National Geography Standards

Essential Elements: Human Systems, Places and Regions

The students will be able to

1. Describe the structure of different populations through the use of key demographic concepts, as exemplified by being able to explain the differences that occur in the gender of the education population as it moves through the different levels of schooling. (Standard 9)
2. Identify ways in which communities reflect the cultural background of their inhabitants by comparing a typical school day in Oklahoma to Burkina Faso and Kenya. Standard 10)
3. Identify and analyze how technology shapes the physical and human characteristics of places, as exemplified by being able to explain how isolated communities have been changed by technology. (Standard 4)

Time Allotment: 2 - 3 class periods

Resources Needed:

- "Comparison of Education in Burkina Faso, Kenya, and Oklahoma" chart for each student (Handout 1)
- Copies for each student of the descriptions written by students in Burkina Faso and Kenya about what a typical school day is like. (See World Neighbors website at http://www.wn.org/WNClassroom.asp)
- Information on education in Burkina Faso and Kenya

Procedure:

Formulated from the Five Themes of Geography

LOCATION:

1. Have the students locate Burkina Faso and Kenya on a map.
2. Ask if there any relationships between the location of Kenya, Burkina Faso, and Oklahoma.

PLACE:

1. Distribute "Comparison of Education in Burkina Faso, Kenya, and Oklahoma" chart and articles about education in Burkina Faso and Kenya. Ask students to draw conclusions about the ways the three education systems are alike and different. Conduct a class discussion, then have the students develop a Venn diagram illustrating their discoveries.
2. Ask students to write a short one-page description of what their typical day is like.
3. Have them read the descriptions written by students in Kenya and Burkina Faso. Conduct a class discussion about the ways the descriptions are alike and different.
4. Have students compare the educational opportunities for girls and boys as shown on the chart. Discuss what the statistics show. Discuss the impact of fewer educational opportunities for girls in terms of what that means for their future.

HUMAN/ENVIRONMENTAL INTERACTION:

1. Study the educational priorities in each country or community to discover how education is directed: internal-global, local skills for earning a living and contributing to the community- higher learning, etc. Is there a difference between the types of courses offered to females compared to males? How do these reflect the culture of the community?
2. Describe the physical layout and composition of the school buildings, both outside and within the classroom.

MOVEMENT:

1. How far do the students in each country/community have to travel for school? What kind of transportation is available?
2. Is the philosophy of their education program, based around local ideas or does it represent a broader base?

REGION:

1. Collect demographics on surrounding countries. Can you draw any conclusions about similarities or differences in the education system? What influenced your deductions?

Assessment:

1. Have the students divide into three groups and do a dramatization of a typical school day in Kenya, Burkina Faso, and Oklahoma, demonstrating the gender differences.

2. Have each group identify what attitudes in the culture of the country are reflected in the educational opportunities of females.

3. Site any technologies that have influenced the education system. Give examples of these changes in the education program.

Extension and Enrichment:

1. Research educational opportunities of females in a country on each continent. Identify any similarities or differences with those found in Kenya, Burkina Faso and Oklahoma.

2. Create a chart illustrating educational opportunities for females in the United States for this century. List new technology for this century and how it may or may not have created changes in the lives of women. Is their any correlation between technology and the education chart?

Teacher Resource List:

Brook, Diane L. (ed.), "Perspectives on Sub-Sahran Africa," Social Education, Vol. 61, No. 7, November/December 1997, pp. 374-428

Student's Literature:

Reference Books for Students:

Discussion Notes:

Handout 1: Comparisons of Education in Burkina Faso, Kenya and Oklahoma

Country	Years Compulsory	Primary Enrollment*	Secondary Enrollment*	Higher Education (Students per 100 inhabitants)	Literacy (age 15 and older) Total Population
Burkina Faso	6 (theoretically)	38 (30)	8 (6)	90	19.2 (male 29.5) (female 9.2)
Kenya	None	91 (91)	25 (23)	142	78.1 (male 86.3) (female 70)
Oklahoma	13	100 (100)	83 (85) approx.	5887	Statistics not available

*percentage of school age population (female)

World Neighbors in the Classroom

Day In The Life Of.....

Prepared By: Gary Gress & Rebecca W. Scott

Oklahoma Curriculum Skills (PASS):

World Geography (grades 6-12

III.C. Compare and contrast the ways of living in developed and developing countries relative to economic, political, and technological systems

VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems

Civics (grades 6-8)

I. Evaluate the impact that individuals have upon upon their surroundings and analyze the influences of economic principles on the system of government of the United States.

Economics (grades 6-8)

I. Describe the results of economic choices using economic situations involved in everyday life and describe a citizen's role in society as both a producer and a consumer

Introduction - Purpose/Rationale:

By using students' perceptions of their life and the way of living in another country, mental mapping, research, and writing, they will develop an understanding of the different ways people live and what influences that difference.

Objectives:

Formulated from The National Geography Standards

Essential Elements: Places and Regions

The students will be able to

1. Analyze the human characteristics of places, as exemplified by being able to:

a. use field observations, maps and other tools to identify and compare the human characteristics of place
b. use photographs to develop and test hypotheses about similarities and differences in cultural landscapes. (Standard 4)

2. Identify and analyze how technology shapes the physical and human characteristics of places, as exemplified by being able to explain how isolated communities have been changed by technology. (Standard 4)
3. Illustrate and explain how places and regions serve as cultural symbols as exemplified by being able to develop a map of the student's local community, including local landmarks with a cultural identity, then extend that process to another community. (Standard 6)
4. Explain how technology affects the ways in which culture groups perceive and use places and regions, as exemplified by being able to identify examples of advertising designed to influence cultural attitudes toward regions and places. (Standard 6)

Time Allotment: The recommended time is one week, but it can be shortened or lengthened.

Resources Needed:

- Any resource materials available for the student: atlases, almanacs, books, encyclopedias, internet, World Neighbor articles, National Geographic magazines, Boy's Life, etc.
- Camera and film (optional)
- Paper and markers

Procedure:

Part A:

1. Have the students keep a diary of a day in their life for one week. This should include physical and cultural features based around the Five Themes of Geography:

   LOCATION:

   Where do they live?

   - Within the community
   - Within the state
   - Within the United States
   - Within the world
   - Relate to other countries with a latitude line

PLACE:

- Describe their family and pets
- What foods do they eat
- What do they wear
- What organizations do they belong to
- What do they do for recreation
- How much money do they spend
- How do they receive their money (do they have to earn it)
- What do they spend their money on
- What is their house like
- Describe their room
- What do their parents do
- What are their evenings like
- What hobbies do they have
- What are their religious beliefs, etc
- How large is the population of their school

HUMAN/ENVIRONMENTAL INTERACTION:

- What is their house like
- From what materials is it made
- Do the materials reflect the area resources
- How do their parents earn a living

MOVEMENT:

- What is their morning routine like
- How do they get to school
- Describe a day at school
- What do they do after school
- How much time do they spend with different members of their family

2. At the end of the week, have them draw a mental map of the most important features in a typical day. Emphasize there are no right or wrong answers. Everyone's perceptions will be different.

Things to consider:

- Location of friends, school, home, etc.
- Indication of approximate scale of the map
- Indication of direction
- Key for symbols
- Map title, date, name

- ❖ Is the map simple enough to be viewed and understood, yet complex enough to convey sufficient information about the students?

Part B:

1. Ask the students to give you their perceptions of Kenya or Burkina Faso. Make a list as the students relate these to you. Based on the list have them develop a Day in the Life of....

2. Have the students research the country that you have chosen to study. The groups can be divided into two main groups: boys and girls. Then they would get a chance to compare not only cultural differences but also gender differences.

3. Have each group develop a diary for their group, then a mental map of the other country's student's activities.

4. Have the groups discuss what they discovered.

Part C:

1. Using the students' maps and diaries, have them divide into groups and decide what cultural traits are influenced by family values- government values.
   - Which cultural traits have been influenced by technology? In what way?
   - Are there any examples of their culture being influenced by or influencing any of the other cultures they're studying?
   - In what way does the type of government in each country influence different cultures?
2. Discuss the concept of personal freedom and what that means in their daily life.
3. Discuss the concept of free trade and capitalism, and how that influences their daily life.
4. If they had neither technology nor capitalism, how would this change the way they live? Have each student write a paragraph describing the changes that would take place. Make a list of the different changes the students come up with, then brainstorm what they may have left out.
5. Have the students in groups gather data on technology available in Burkina Faso and Kenya, and in the United States. They might brainstorm first what this would include. Include, also, the type of government in each country and the basic way of earning a living in each one.
6. Have each group chart their results, then display them together to do comparisons.

Assessment:

1. Based on their own diary and mental mapping and the group work, have each one write a paragraph describing what influenced the way they lived compared to the other country.
    - ❖ What stereotypes did they have of the country before they researched it?
    - ❖ Why do they think they may have had these stereotypes?
    - ❖ What has changed in their way of thinking about the other country?
2. Have the students collect examples of advertising that they feel are designed to influence their cultural attitudes. Also, have them collect examples that seem to influence cultural attitudes toward other countries. Collect examples of new technology trying to influence isolated regions. These can be examples in the papers, magazines, billboards, or television advertisements. It might also be an article or program. Write a short description if it is on television or bring a video clip.
3. Have the students develop a culture map of their local community that includes local landmarks with a cultural identity. These can be group projects where the students have a chance to do a field trip to collect data and photograph pertinent sites. They might also collect demographics from their Chamber of Commerce and conduct surveys for a community description of what they think makes their community unique.

Extension and Enrichment:

1. Have them develop a board game titled "A Day In The Life Of..." based on their research and discoveries.
2. Have them survey their parents to see how their parents lived at their age, what their community was like, what an average day was like, what was important to them, and how technology has changed and influenced their lives over the years.

Teacher Resource List:

Student's Literature:

Reference Books for Students:

Discussion Notes:

World Neighbors in the Classroom

My World, Your World

(Understanding Basic Economic Activities)

Prepared By: Gary Gress & Rebecca W. Scott

Oklahoma Curriculum Skills (PASS):

Economics (grades 9-12)

II. Describe the results of economic choices using economic situations involved in everyday life and describe a citizen's role in society as both a producer and a consumer

III. Describe major features of the modified market economy

World Geography (grades 6-8)

III.C. Compare and contrast the ways of living in developed and developing countries relative to economic, political, and technological systems

IV.A. Identify the major natural resources that support industrial societies and describe their world distribution, international trade patterns and future availability.

V.A. Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical data.

VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

Introduction - Purpose/Rationale:

Students will discover different levels of economic activity, how these activities influence the development of a country and a way of living, and the interdependence of the world market.

Objectives:

Formulated from The National Geography Standards:

Essential Elements: Human Systems, Environment and Society
The students will be able to:

1. List and define the major terms used to describe economic activity in a geographic context. (Standard 11)
2. Identify the locations of economic activities in a developing country and evaluate their impacts on surrounding areas. (Standard 11)

3. Discuss the relationship between the country's standard of living and its accessibility to resources. (Standard 16)

Time Allotment: 3 days to one week

Resources Needed:

- Any resource materials available for the student: atlases, almanacs, books, encyclopedias, internet, World Neighbor articles, National Geographic magazines, Boy's Life, etc,
- Polaroid cameras,
- World and USA maps
- Markers

Procedures:

Formulated around the Five Themes of Geography

Part A:

LOCATION:

1. Have the students locate their state on a USA map. Have them list the north and south latitudes for the state. Continue the latitude lines on across the USA map.
   - Note what other states are in the same latitudes.
   - Which ones do they think might be similar to theirs? Why?
2. Have the students brainstorm different types of economic activities found in their community. Then have them group them into four categories. They have to determine the categories, explaining the reasons for their four choices.
3. Conduct a field trip. This can be in the classroom or outside of it. Telephone books can be used for this activity if you have to stay within the classroom.

   If possible, conduct a field trip to collect data. Get parent volunteers to help with the driving. Divide the students into different groups to cover selected segments of the city, listing the activity as well as photographing the activity.

   If time, have them interview people at the establishment to discuss what raw materials are necessary for their products and where their products are distributed. What form of transportation do they use for the distribution?

4. Have them develop an economic map of their community which shows the different economic activities by using their photos from activity

MOVEMENT:

1. On a USA or World map have them plot where the raw materials are collected and where the products are distributed, using symbols to show the mode of transportation.

HUMAN/ENVIRONMENTAL INTERACTION:

1. Make a chart listing what the students think would be different levels of resource utilization:

Primary (basic)

Basic forms of livelihood: agriculture, mining, fishing, gathering

These are activities that directly use natural resources and raw materials.

Secondary (processing)

Processing of primary products (industrial)

Changing goods into products that are useful to consumers.

Tertiary (distribution)

Distribution of goods and other servicing industries.

Provides services to primary and secondary industries.

Includes government agencies, banks, transportation, stores, restaurants, etc.

Quaternary (dissemination)

Dissemination of information by super skilled and technically trained workers; information society.

Utilizes professionals specializing in specific skills.

PLACE:

1. Have the students chart the standard of living in the USA. Their chart might include the following:
   - Birth rates
   - Life expectancy
   - Infant mortality
   - Literacy rates
   - % rural population
   - % urban population
   - Television sets per family
   - Radios per family
   - Population density

- Telephones per family
- Physicians
- Per capita income
- % of land used for agriculture
- % of land used for parks
- % of land mountainous
- Land that's irrigated
- % of labor force in agriculture
- % of labor force in industry
- % of labor force in services
- Unemployment rate

REGION:

1. Have the students look at the raw materials that are used from the area.
    - Have a farmer or agriculturist discuss the relationship of these crops to the soil, weather, topography of the area.
    - Have the students map where else in the world these crops are grown.
    - Compare the soils of that area, the climate and latitude to their area.

Part B:

1. Locate Kenya or Burkina Faso.
    - What are the north and south latitudes of each one?
    - How do they compare to your state's location?
    - Have the students look at different thematic maps and brainstorm what economic activities they think may take place in the country.
2. Have the students research different economic activities in their chosen country, then apply the activities in Part B to either Kenya or Burkina Faso.

Assessment:

1. Compare and contrast the different levels of economic activity in the USA and either Kenya or Burkina Faso by creating a chart to demonstrate your research.
    - What conclusions can they draw?
    - How is the student's way of life reflected in their community's economic activities?
    - How is the standard of living for Kenya or Burkina Faso reflected by its economic activities?

2. Think about what activities you thought would be part of the country's economic picture that aren't occurring.

- ❖ Can you explain why they aren't taking place?
- ❖ Take one resource and explain how that country could utilize it better to become more economically stable.

3. Develop a pictorial poster illustrating the relationship between the country's economic activities, resources, and standard of living.

Extension and Enrichment:

1. Research the history of the political environment of the country. How has it affected the economic growth?

2. Pick an emerging country.
   - ❖ What did it do to become successful?
   - ❖ Could this technique be applied to Kenya or Burkina Faso?
   - ❖ Why or why not?

3. Pick a country in the same latitude as your home town.
   - ❖ Does it have the same resources available?
   - ❖ Is the economic level the same?
   - ❖ Explain the similarities and differences.
   - ❖ What has influenced the differences?

Teacher Resource List:

Student's Literature:

Reference Books for Students:

Discussion Notes:

World Neighbors in the Classroom

Traditional vs. Modern

Prepared By: Gary Gress & Rebecca W. Scott

Oklahoma Curriculum Skills (PASS):

World Geography: (grades 6-8)

IIIC. Compare and contrast the ways of living in developed and developing countries relative to economic, political and technological systems.

IV. Analyze contemporary world issues.

V. Identify and use maps, graphs, and statistical sources.

VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

World Cultures: (grades 6-8)

II. Identify current world problems, their historical antecedents and suggest possible solutions and consequences.

III. Identify and describe the world's major economic and political systems and identify the impact of significant scientific and technological changes on society.

World Geography: (grades 9-12)

III.C. Distinguish between the ways of living in developed and developing countries relative to economic, political, and technological systems.

World History: (grades 9-12)

IIIB. Explain how scientific and technological changes have had a major impact on society.

Introduction - Purpose/Rationale:

The students will decide what problems these countries have, which ones are directly related to technology or the lack thereof, and how one or more problems could be turned into positive solutions.

Objectives:

Formulated from The National Geography Standards
Essential Elements: Human Systems, Environment and Society
The students will be able to:

1. Describe the structure of different populations of Kenya and Burkina Faso through the use of key demographic concepts. (Standard 9)
2. Identify ways in which communities of each of these countries reflect the cultural background of their inhabitants. (Standard 10)

3. Explain how the characteristics of different physical environments affect human activities. (Standard 15)
4. Discuss the relationship between a country's standard of living and its accessibility to resources. (Standard 16)
5. Evaluate different viewpoints regarding resource use. (Standard 16)
6. Identify the role of technology in resource acquisition and use. (Standard 16)
7. Explain the critical importance of energy resources to the development of human activities. (Standard 16)

Time Allotment:

3 days to two weeks

Resources Needed:

Any resource materials available for the student: atlases, almanacs, books, encyclopedias, internet, World Neighbor articles, National Geographics, Boy's Life, etc.

Procedures:

Part A:

1. Brainstorm with the students their perceptions of their own culture. Divide the list into two parts: those effected by technology, those not. Decide what major resources are important to continue their everyday life.
   In thematic atlas determine where these resources are located. Which of these places are major importers to the United States?
2. Brainstorm the students' perceptions of the culture of Kenya and Burkina Faso.
   - ❖ What technologies and resources do they think would be available?
   - ❖ Have them describe what they think the physical landscape is like.

Part B:

1. Divide the class into five groups.
   The groups will be rotated among five stations gathering information about Kenya or Burkina Faso's culture. They may chose to narrow this down further to one ethnic or cultural group in one of the countries for each group.
   Each student will keep a journal of their findings.

   They will use their field journal to make recordings and sketches, develop questions about the culture's past, pride, uniqueness, anything they see as useful to describe their culture; what keeps that culture alive.

Students should make the following observations for both the past and present, noting any problems today and potential ones for the future

LOCATION:

- Location, relative and absolute
- Area (size & shape)

PLACE:

- Climate, hydrology
- Geology & surface features
- Vegetation & wildlife
- Unique physical characteristics
- Human-made systems
- Place names
- Value system
- Family structure
- Influence of other cultures
- The history of the country
- Idea of family
- Community structure
- Religious practices/ rituals/ traditions
- Ethnic perceptions
- Foods
- Entertainment/ sports/ celebrations
- Words/ symbols
- Architecture
- Clothing

HUMAN/ENVIRONMENTAL INTERACTION:

- Ownership patterns (private & public)
- Current land use
- Natural (renewable & non-renewable)
- Names of management agencies
- Adaptations to available resources
- Resource limitations/ problem vegetation
- Farming practices

MOVEMENT:

- Populations and ethnic group migrations
- Herding practices
- Trading practices
- Country boundary changes/disputes
- Raw materials to market centers
- Transportation systems

REGION:

- ❖ Boundaries of different ethnic/cultural groups
- ❖ Government jurisdictions

The stations that the groups will be rotated among are:

- ❖ Literature or oral history/ tape interview
- ❖ Atlases, maps, topographic maps, if possible
- ❖ Country's history or slides of the region or culture.
- ❖ Visuals of the region: photos, drawings, posters, magazines
- ❖ Raw information gathered from the country itself

(If possible try to get someone to tape an interview with one or two of the ethnic groups.)

2. Each group will develop a report on one country.
   A cultural/historical grid is to be made on both their own country and the chosen country. From this have the students make a Venn Diagram on what's traditional, what's modern, and what overlaps. This may have to be just one culture group.

   Give the objectives of the lesson to the groups. From their information have them do a skit or role playing portraying traditional vs. modern, concentrating on the objectives.

Assessment:

1. The individual journals will be turned in for a participation grade. They need to show that they collected some material at each station. The teacher can set a minimum number of items they need from each station.

2. Individual participation in the visual and group presentation.

3. Individual participation and Group presentation of the skit, graded on how well they presented the objectives. Each person must participate.

4. Final group assessment:
   Have each group determine one problem the county has, and how it can be turned into a positive.
   They can have more than one solution.
5. Final individual assessment:

Have each student chose a different country or ethnic group within the same latitudes to develop a cultural/historical grid and Venn Diagram.

- How does it compare to the one they just finished?
- Are some of the problems similar?
- Are some of the backgrounds similar?

Extension and Enrichment:

1. Have the students research a rural community in their own country similar to what they did with the African countries. Are their any similarities to the society's acculturation to the modern world; do they want to be?
    - What technological advances are they facing and are they prepared for them?
    - What do they feel they're sacrificing for the new ways?
    - Do they think it's worth it?
    - What traditions do they most value and want to hold on to?

    If possible, try to get interviews with an older member of the community and a younger one. Tape the interview.
    Chose one new way of life they face and describe the changes that it will make in the community; what they will gain, what they will lose.

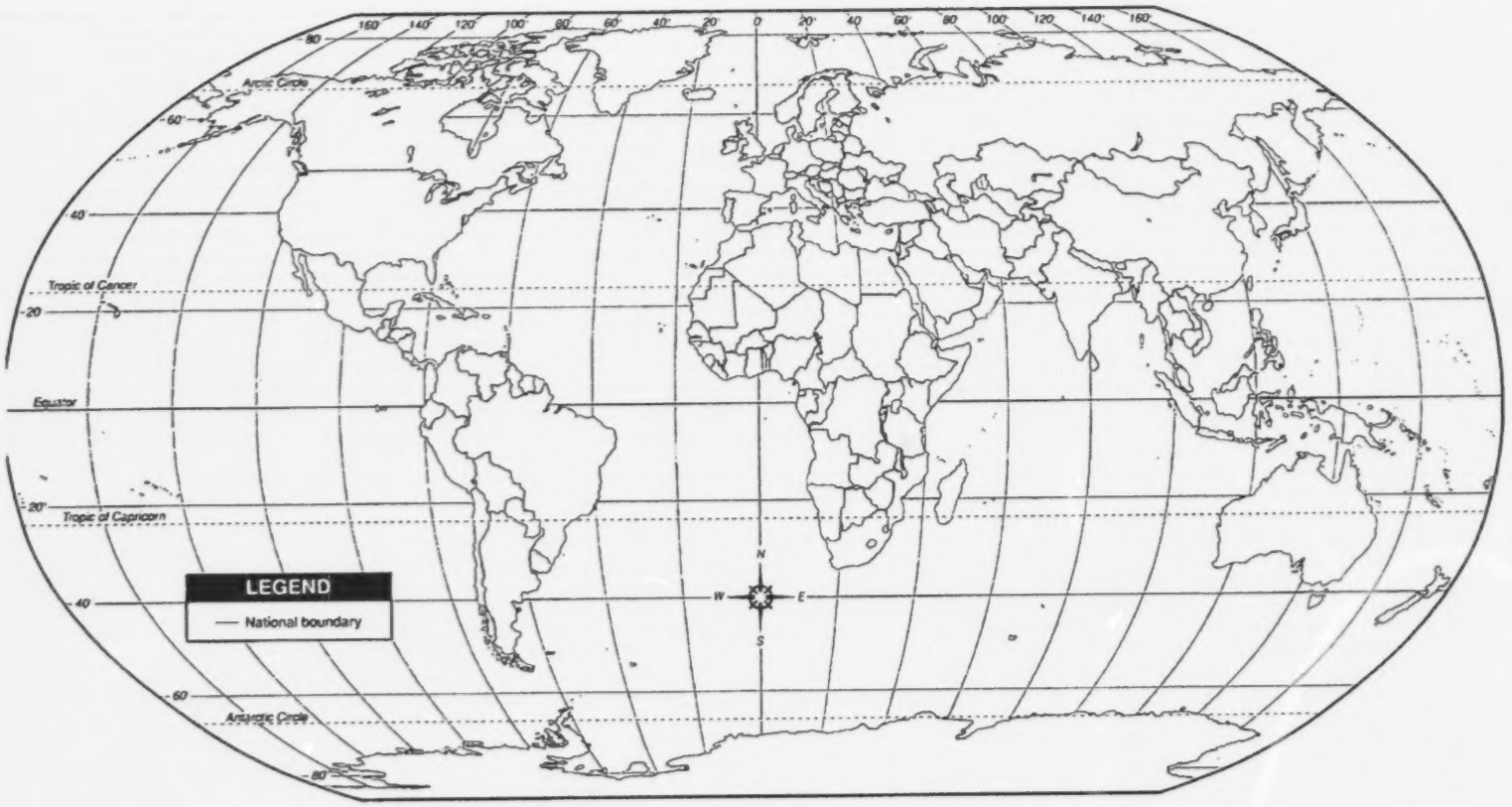
Teacher Resource List:

Student's Literature:

Reference Books for Students:

Discussion Notes:

World: Countries



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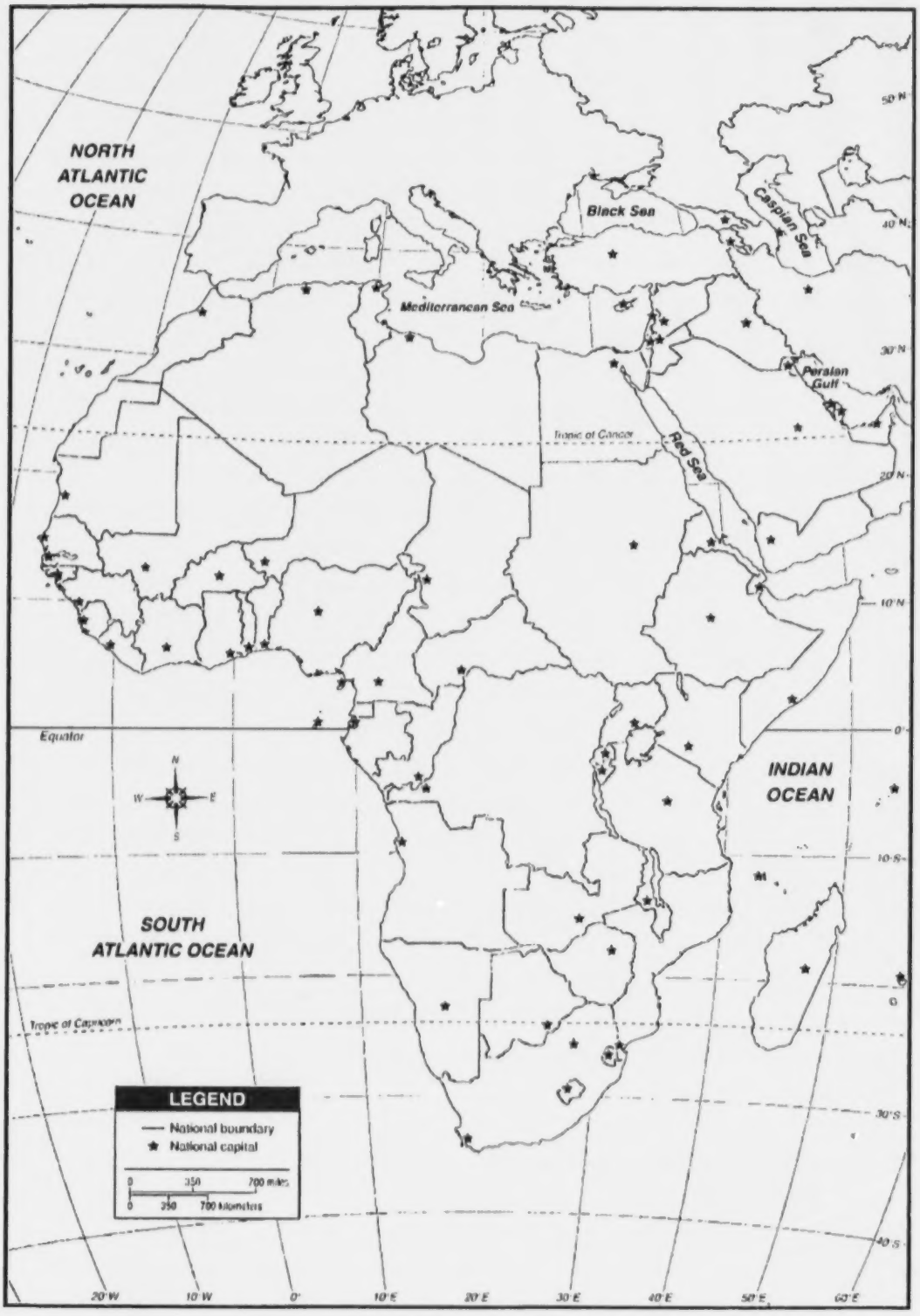
Africa and Southwest Asia: Political



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